INNOVATION OF EDUCATION MANAGEMENT STRATEGIES TO IMPROVE THE QUALITY OF LEARNING IN MADRASAH EDUCATIONAL INSTITUTIONS

Ali Mabrur[1], A. Faizul Mubarak[2]
[1,2] Universitas Nurul Jadid, East Java, Indonesia
Email: idangosd@gmail.com[1], a.faizul.mubarak@unuja.ac.id[2]

Abstract:
This research aims to analyze and evaluate educational management strategies applied in MI Miftahul ulum village deep Gading with a focus on improving the quality of learning. Through a qualitative and quantitative approach, the study explores the various strategies that have been implemented by the institutions to improve the effectiveness and efficiency of the learning process. This research uses methods of qualitative analysis of descriptive research. With a collation of research at MI Miftahul ulum village deep deep Gading. Data analysis using data collection methods through interviews, class observations, and document analysis related to educational management strategies that have been implemented. The research identified several key strategies, including the use of technology in the learning process, the involvement of parents in supporting the education of their children, the implementation of innovative learning models, and improved teacher training and development. In addition, the study also assessed the positive impact of such strategies on student academic achievement, learning motivation, and active participation in extracurricular activities.

Keywords: *Strategy, Management, Quality of Learning*

INTRODUCTION

Education providers in Indonesia are not only rooted from traditional schools but also carried out by *pesantren* (Islamic boarding schools) (Anam et al., 2019; Samsu et al., 2021). **(Use APA Style)**

Education plays a crucial role in the formation of the character and potential of the student. To the objectives of quality education, effective and targeted management of education is required. (Hestiningrum, 2022). One of the educational institutions that has a high commitment to improving the quality of learning is MI Miftahul Ulum Village Jurang Jero Gading. By understanding that quality of education is a determining factor in the formation of generations of qualified successors, MI MIFtahul Olum Village Jero Jurang Gading has implemented various educational management strategies.Educational management strategies play an important role in improving the effectiveness and efficiency of the learning process in schools. (Fatimah & Kartikasari, 2018). As a secondary education institution, MI Miftahul Ulum Village Jurang Jero Prefecture Gading is committed to continuously updating and developing the strategy in order to adapt to the demands of the development of the times, technology, and the needs of pupils (Pratama, 2019). Therefore, this research was conducted to examine, identify, and evaluate the extent to which educational management strategies have contributed to improving the quality of learning in the MI Miftahul ulum village of Gading. MI MIFtahul Ulum village Gading is known as an institution that not only

prioritizes academic aspects, but also gives serious attention to the development of character, creativity, and adaptability of students. Therefore, it is important to understand the educational management strategies that are the basis of the school's success in achieving comprehensive educational goals. (Yusra & Wahyuni, 2021). Through this research, it is expected to be found innovative and effective solutions that can be a model for other educational institutions in facing the challenges of education in an era that is constantly evolving.(1) Muh Ibnu Sholeh (2020) stated that the key factors in education management to improve the quality of learning are strong leadership, collaboration and stakeholder involvement, professional development of educators and the use of technology in learning. (2) While in the study Amiruddin Siahaan (2023) on his research produced v. They assume that a quality educational institutions will be much needed and because he has a chance to win the competition in the middle of the life of an increasingly advanced society. The third study, Rara Rasiana (2023) states that the software control of PAUD Build Nations is built on the imagination and effort of the enterprise world through out-of-control capabilities that include; planning, enforcing, monitoring and educating. Managers as leaders in manipulating competences emphasize cooperation based entirely on loyalty, enthusiasm and high loyalty. The preparation of plans is carried out through the creation of a strategic plan, the elaboration of an annual, semester, month-to-month, weekly to daily RPP. From the results of previous research above, it is the conclusion that the control of the software PAUD Build Nations is built on the imagination and efforts of the enterprise world through out-of-control capabilities that include; making plans, enforcing, monitoring and educating. (Satrio & Wibawanta, 2021) Managers as leaders in the manipulation of competence emphasize cooperation based entirely on loyalty, enthusiasm and high loyalty.The novelty in this research lies in the draft educational management strategy to improve the quality of learning at MI Miftahul ulum village depths of the Gading cover, carrying out an analysis of the needs and current educational trends to ensure the curriculum is relevant. Developing a competence-based curriculum with an emphasis on 21st century skills development (Ningrum et al., 2023). As well as improving the quality of energy educators conduct routine training for teachers to continuously improve teaching skills and mastery of materials, encourage the participation of teachers in research and curriculum development activities (Nurfadhillah, S., Cahyati, S. Y., Farawansya, A., & Salsabila, 2020).

RESEARCH METHODS

This study uses a qualitative method of case study by conducting research intended to describe the problem as well as performing analysis of the problem that occurs. (Harahap, 2020). Researchers gather data through several stages such as; observation, observation directly at the research site. Interviews, interviews with a number of informants at the research site. (Sugiyono., 2018). Observations, visits to the research site. Study documentation, analyze documents related to research. The site of the research was carried out at the institute of MI Miftahul in the village of Gading Paiton Probolinggo. Accuracy data is obtained from some informants who are able to inform and describe events on the ground. (Harahap, 2020).

No	Informant	Amount	Initials
1	Headmaster	1	HB
2	vice principal	1	PW
3	Deputy Head of Curriculum	1	UK
4	Teacher	2	ID, IP

Table 1. Sources of Research Informants

It can be seen from the above table that the source of information received from five informants including the head of the school MI Miftahul ulum village of the depths of the village Gadingi Paiton Probolinggo (HB), then the deputy head of SMP PW), then waak curriculum and the last teacher-teachers as supervising perpetrators. The initial process is the collection of data, then the reduction of the data grafted in the form of a record, then display the data to understand the set of data that is then carried out the conclusion drawing from the data studied (Rukajat, 2018).

RESULTS AND DISCUSSION

The interview submitted by (HB) emphasized the development of a competence-based curriculum at MI Miftahul Ulum Village Jurang Jero Bharat Gading Gading actively performed the analysis of educational needs and adapted its curricula to the latest trends (Elvarina, 2018). The application of a competence-based curriculum becomes a major foundation for ensuring students acquire relevant skills and fit the demands of the 21st century.

The curriculum states that improving the quality of teachers should strengthen the school's commitment to supporting teacher professional development through routine training and participation in research activities. It is considered a key investment in ensuring that the educators at MI Miftahul Ulum Village Jurang Jero Prefecture Gading continue to develop in accordance with the latest development of education (Abu Hasan Agus R, 2023).From the results of the above interview that in fact at the moment MI Miftahul Ulum Village Jurang Jero Gading has undertaken the development of a curriculum based on competence, but is synchronized with the vision and mission of the practitioner Nurul Jadid is the Trilogy of the centurion and the panca of the clergy.

So that the students not only learn general learning, but also synergize with the vision of the mission of the trainees. In addition, the educators are also required to improve the quality of education prepared by the trainees.MI Miftahul Ulum Village Jurang Jero Prefecture Gading established a series of careful and comprehensive education management strategies with the main objective of improving the quality of learning (Damayanti & Zulfiningrum, 2022). Here is a process of in-depth discussion related to these strategies, among others;

Development of a competence-based curriculum

MI Miftahul Ulum Village Jurang Jero Gading has understood the importance of a curriculum that is relevant and in line with the development of global education. By designing a competence-based curriculum, schools lead to more contextual and applied learning. (Amanah et al., 2019).

It provides a solid foundation for students to develop the skills needed in the real world. The education management strategy at MI Miftahul in the village of Gading highlights a series of highly planned steps to improve the quality of learning. An analysis of such strategies can give a deeper picture.Competence-based Curriculum Development, Advantages: Focus on competence-based curriculum provides a more contextual and adaptive learning approach to the needs of students in the face of changing times

Challenges, Implementation of new curricula requires the readiness of teachers in designing and teaching materials that are more focused on skills development (Fatimah & Kartikasari, 2018).Improvement of the quality of educators over training programmes and participation in research activities support the professional growth of teachers, improving quality of teaching. Challenges require adequate resource allocation and full support from staff and management to ensure the sustainability of teacher development programmes (Selvias et al., 2021).

Improved Educator Energy Quality

Focusing on the professional development of teachers in Miftahul Ulum, Jurang

Jero Village, and Gading District is the key to success. Regular training programs and participation in research activities allow educators to continue to hone their teaching skills and stay connected with the latest developments in educational science (Abidin, 2021). Improving the quality of teaching staff in Miftahul Ulum, Jurang Jero Village, and Gading District is a crucial step in improving the quality of education in the area. By involving all related parties, including schools, teachers, parents, and the local community, these efforts can become a solid foundation for achieving higher educational standards (Pratiwi, 2023). The following are several aspects that need to be discussed to improve the quality of teaching staff in Miftahul Ulum, Jurang Jero Village.

Increasing teacher qualifications means identifying and providing support for teachers who do not have adequate qualifications. Qualification improvement programs, such as advanced training, educational courses, or certification programs, can help teachers understand the latest teaching methods, educational technology, and relevant curricula (Kusumawati, 2019). Continuous Training: Regular ongoing training for all teaching staff at Miftahul Ulum. This training can cover innovative teaching methods, classroom management, the use of technology in education, and other aspects that can improve the quality of teaching and learning.

Implementing educational technology means encouraging and providing facilities for integrating technology into learning. Educational software, applications, and online resources can open new opportunities for more dynamic and interactive learning approaches (Hidayah et al., 2023). Monitoring and evaluating teacher performance, implementing a regular monitoring and evaluation system for teacher performance. This assessment can involve classroom observations, evaluation of student learning outcomes, and feedback from students and parents. This data can be used to provide appropriate support and coaching.

processParental involvement in the learning process encourages the active participation of parents in supporting their children's education. Regular communication sessions between teachers and parents can help create an environment that supports learning at home and school (Safruddin et al., 2022). Provision of resources and infrastructure, ensuring the availability of adequate resources and infrastructure to support learning activities. This includes textbooks, laboratory equipment, technological devices, and other supporting facilities that can enrich students' learning experiences.

Local curriculum development means developing a curriculum that suits local needs and local community values (Nurfadhillah, S., Cahyati, S. Y., Farawansya, S. A., & Salsabila, 2022). This can include integrating local culture, traditions, and context into learning to make education more relevant and meaningful for students. Increased collaboration with local communities, strengthening collaboration between educational institutions and local communities. Joint activity programs, community support, and participation in educational activities can create positive synergies to improve the quality of education (Suhermanto, 2022). Through implementing these strategies, it is hoped that Miftahul Ulum Jurang Jero Village can achieve an increase in the quality of teaching staff, which will positively impact the quality of education in the area.

Continuous Monitoring and Evaluation.

A continuous monitoring system ensures that the education management strategy at MI Miftahul Ulum, Jurang Jero Village, Gading District, always responds to changes and challenges. Involving all relevant parties in the evaluation process ensures a comprehensive perspective (Baharun Hasan, 2021). Continuous monitoring and evaluation to improve the quality of teaching staff in Miftahul Ulum, Jurang Jero Village, and Gading District is an important aspect that supports continuous improvement. opportunitiesWith this system, educational institutions can effectively identify successes, challenges, and development opportunities and provide timely corrective action. The following are several points that need to be discussed regarding continuous monitoring and evaluation in the context of improving the quality of

teaching staff at Miftahul Ulum, including (1) a monitoring and evaluation plan; making a clear plan for monitoring and evaluation activities that includes objectives, performance indicators, data collection methods, and an implementation schedule. This plan must involve various parties, including school leaders, teachers, parents, and the community (Yuniarti Bambang Budi Utomo, 2019). (2) Teacher Performance Evaluation: implementing a regular teacher performance evaluation process, including assessment of student learning outcomes, use of technology in learning, participation in training, and contribution to school development. Evaluation results can be used to provide appropriate recognition, incentives, or coaching. Involving school committees and the community, activating the role of school committees, and involving the community in the monitoring and evaluation process. Involving them in identifying needs and solutions can strengthen support for improving the quality of education (Karindasari et al., 2022).

Apart from that, MI Miftahul Ulum, Jurang Jero Village, Gading District, prepares periodic reports on monitoring and evaluation results and submits them to all relevant parties. This transparency can build trust and support greater stakeholder participation (Anggreani & Novitawati, 2020). Through this continuous monitoring and evaluation approach, it is hoped that Miftahul Ulum Jurang Jero Village can achieve an increase in the quality of teaching staff, which in turn will have a positive impact on the overall quality of education in the area (Nurfadhillah, S., Cahyati, S. Y., Farawansya, S. A., & Salsabila, 2022).

CONCLUSION

Education Management Strategy to Improve the Quality of Learning at MI Miftahul Ulum, Jurang Jero Village, Gading District, Competency-Based Curriculum: Focusing on developing a competency-based curriculum provides the foundation for contextual and relevant learning. This initiative helps students develop skills that meet the demands of the times. Improving the Quality of Teaching Personnel: Investment in teacher professional development shows the school's seriousness in ensuring optimal teaching quality. Teachers who continue to develop will have a direct positive impact on students' learning experiences. Continuous Monitoring and Evaluation: The system confirms MI Miftahul Ulum's commitment to Jurang Jero Village, Gading District, to continue adapting to educational developments and optimizing education management strategies.

This way, MI Miftahul Ulum, Jurang Jero Village, and Gading District have successfully established a holistic education management approach, combining key elements to create meaningful and relevant learning experiences. This success is not only reflected in improved academic results but also in students' ability to develop as individuals who are intelligent, ethical, and ready to face the future.

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